44th YEAR OF PUBLICATION

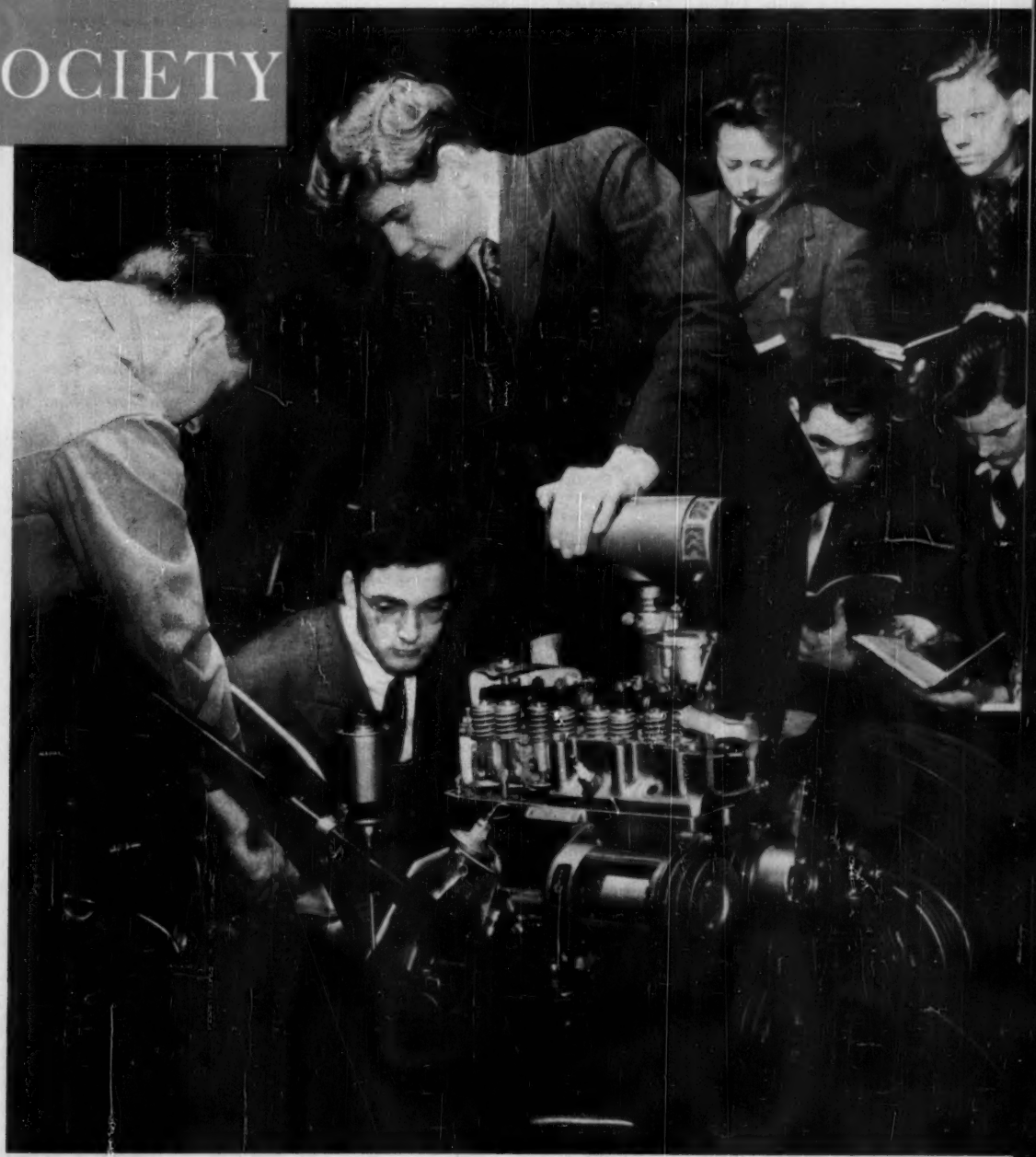
SCHOOL AND SOCIETY

GROWTH OF CORPORATE GIVING TO EDUCATION

A POLICY FOR AMERICAN EDUCATION

SOVIET EDUCATION: ADMINISTRATIVE CHANGES

January 18, 1958



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Educational Ticker Tape

If additional, detailed information is desired concerning news items in this column, write to SCHOOL AND SOCIETY'S Information Service, enclosing 25 cents for each item requested.

College enrollments in 1957 have climbed to 3,068,000, an increase of 4.1% over the 2,947,000 students who enrolled in the fall of 1956, reports the U.S. Office of Education. Fall, 1957, enrollments were 45% above fall enrollments in 1951, the year of the lowest enrollments since World War II, and 25% above 1949, the peak year for enrollments in the immediate postwar years. For Raymond Walters' 38th annual report on college and university enrollments for 1957, *see* SCHOOL AND SOCIETY, Dec. 7, 1957.) . . . **Puppets and Speech Handicaps:** Louise Kingman, instructor of speech education, Boston University's School of Education, is using puppets and marionettes to correct speech handicaps among children. She points out that individuals, when speaking for a puppet or marionette, often forget their speech fright and speak adequately. Some of the common speech difficulties Miss Kingman encounters are "nasality, stuttering, fear of speaking before a group, and breathiness (*e.g.*, speaking in a half whisper)—a trait emulating certain female movie stars and poor articulation." Puppets, serving only as temporary "crutches," are gradually discarded during the course of instruction, and the individual, who had demonstrated that he can speak correctly, is aided in finding a permanent solution to his speech disorder.

Joint Harvard-Radcliffe Organizations: Undergraduate students were empowered, Nov. 21, 1957, to form joint Harvard-Radcliffe organizations. To permit joint activities, rules governing student organizations were revised by the Student Council of the Radcliffe Student Government Association and by the Faculty Committee on Student Activities, Harvard College, on recommendation of the Harvard Student Council. Several organizations in both colleges, now conducting parallel activities, have expressed interest in applying to combine in a single organization. The new rules allow separate organizations in many fields to continue at the two institutions . . . **The Atomic Energy Commission** has approved grants totaling $160,443 to 11 U.S. educational institutions for equipping laboratories for education and training in the application of nuclear technology to the life sciences. Institutions interested in this program may obtain further information from the director, Division of Biology and Medicine, AEC, Washington 25, D.C.

Scholarship Aid for 84% of Yeshiva University's Students: Yeshiva University (New York City) will spend a record total of $753,825 during the 1957-58 academic year to provide scholarship aid for 84% of its student body. At present, 2,680 students are receiving tuition, dormitory, and maintenance scholarships. The scholarship assistance program represents more than 25% of the university's total maintenance budget of $3,000,000 . . . **Antioch College** (Yellow Springs, Ohio), by vote of the faculty, has decided to offer the degree of Master of Science Teaching. Candidates for the degree will be high-school science teachers . . . **Center for Visual Arts:** A Gift of $1,500,000 from Mr. and Mrs. Alfred St. Vrain Carpenter of Medford, Ore., will provide a Center for the Visual Arts in Harvard College. This gift brings to

(Continued on page 45)

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SCHOOL AND SOCIETY

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Growth of Corporate Giving to Education[1]

By FRANK W. ABRAMS[2]
Chairman, Executive Committee
Council for Financial Aid to Education

MANY BUSINESS LEADERS today are convinced that what happens to American education will eventually happen to America—and that means to American business. In other words, they see their stake in American education.

Prior to 1953, most companies wanted to support education only in ways that directly benefited their business. They felt this was probably the only way they could justify their action to stockholders. But there is no doubt that this point of view is changing. Corporate managers today are asking broad and basically different questions, not because they are any less anxious to take into account the interests of their own companies, but because they have become convinced that the interests of their own companies are involved in the welfare of society as a whole.

It was the Internal Revenue Act of 1935 which first permitted business deductions of up to five per cent of net income for philanthropic contributions, including gifts to higher education. That means we can now look back on two decades of experience in this field.

The figures indicate that, in 1936, corporate donations to all causes, including education, totaled $30,000,000, or a little more than one-third of one per cent of corporate net income in that year. From 1936 to 1954—the last year for which Internal Revenue figures are available—the most generous giving, percentage-wise, was in 1945, when total corporate donations to all causes were about 1¼% of corporate net income, or $226,000,000. This total, of course, reflected the large gifts to Red Cross and the U.S.O. under the influence of war conditions.

In 1954, the amount was $314,000,000 and the percentage 0.85%. Current surveys by the Council for Financial Aid to Education indicate that, when 1956 returns are tallied, a new high in corporate philanthropy will be established with a larger share going to education than in any previous year.

Business and industry still have a long way to go before they approach the five per cent ceiling established by the Revenue Act. But I do not think we have any reason to be surprised that progress has been cautious. A good many people—among them some of our ablest business leaders and their legal advisers—have long felt that corporate managements should not presume to give away the shareholders' money for philanthropic purposes. As one company president put it in answer to a Russell Sage Foundation questionnaire, "Profits belong to the stockholders and it is the right of the stockholder to decide how much he wishes to give and to what agencies." The least one might say in dispute of this attitude is that it does not reflect the most efficient way of handling the gift dollar from the tax standpoint.

But more and more business leaders, as they have studied the problems of management, have been coming to the view that the interests of the shareholders are very much involved in the question of American education. As business and industry were called upon again and again to perform production miracles—in war and in peace—managements saw with a new understanding the tremendous importance of the American pool of educated men and women they had to draw on for the development of their business and industrial organizations. As their operations have become increasingly complex and more highly organized, they have recognized the need for educated manpower in all levels of management.

Ernest R. Breech, chairman of the Ford Motor Co., once said that America's secret weapon is American Management—and we only need to add that management in depth and on an adequate scale today requires not only a large but also an expanding supply of young men and women who have been conditioned by higher education. Then again, it also has been shown that education is one of the main supports of the American market. It takes education to produce our millions of prosperous customers. So businessmen began to argue that neglect of the educational system in this country was bad management and very much against the interests of the stockholder.

Until 1953, boards of directors could not feel at all sure they might not have to dig down in their own pockets personally to repay any unrestricted corporate gifts they might make to colleges and universities. The courts had no very

[1] Based on address to businessmen and the trustees and presidents of 20 colleges and universities in the Philadelphia area, Barclay Hotel, Philadelphia, Oct. 24, 1957.
[2] The author was formerly chairman, Standard Oil Co. (New Jersey).

solid precedents. It was all very well to exhort sympathetic managements of corporations to assume an increasing responsibility to education, but legal counsel had to admit that to do so was at a substantial personal risk for the directors.

Then, in 1953, several stockholders of the A. P. Smith Co., East Orange, N. J., sued to stop a $1,500 gift of unrestricted funds to Princeton University, and the New Jersey Supreme Court held that the gift was a "lawful exercise of the corporation's implied and incidental powers under common-law principles." In the field of corporate giving, this was an historic decision. But it did not solve all the problems by any means. The art of giving wisely is not easily and quickly learned and there were not many useful precedents.

The Council for Financial Aid to Education, which came into being the year of the Smith decision, spends a good deal of its time helping those who want to give to do so in an effective and sensible manner. The principle of giving is gaining acceptance. The method of giving has become the problem to many.

There is no question, however, that corporations are fast becoming sophisticated in their educational giving. Even as late as 1952, most corporate aid took the form of scholarships—often for employees and their families. These scholarships were generally for scientific or technical education directly concerned with the company's business. Then, in 1952, Union Carbide and Carbon and a number of other big companies began to give scholarships to non-employees. And they no longer limited their donations to the pursuit of scientific courses.

In 1954, the year after the Smith decision, corporate giving blossomed out into a great variety of forms. General Motors announced that it would give $2,500,000 to the support of philanthropic and educational purposes and began to broaden the base of its educational giving by offering fellowships and scholarships. U. S. Steel announced a $1,000,000 program—much of it for medical schools and liberal arts colleges. Standard Oil Company (New Jersey) made an unrestricted gift of $450,000 to 138 privately supported colleges and an additional $415,000 for scholarships, fellowships, research and capital needs. The General Foods Fund, in announcing $270,000 in grants to a number of colleges, specified that they be applied to operating expenses —including teachers' salaries—and for scholarships, "rather than to bricks and mortar."

In 1955, General Motors expanded its scholarship program to include not only technical schools but liberal arts colleges and announced that its total program of aid to education would involve expenditures of $4,500,000 by 1958. General Electric's contributions of $1,000,000 for 1955 included $200,000 to match alumni gifts donated by its employees. DuPont gave $800,000 in grants to liberal arts colleges and smaller technical schools. Procter and Gamble gave $650,000 chiefly in scholarships—and included women's colleges. These, of course, were the early programs. Since then the amounts have been increased substantially.

It seems obvious that, since the Smith decision, American business has begun to implement a fundamental conviction that American education is vital to it and should be supported in many ways. It also appears that stockholders themselves are in accord with this procedure. According to a Princeton Opinion Research poll of community leaders holding stock in industrial companies, 76% were for corporate philanthropy and only eight per cent against it.

What now are the dimensions of the problem we face today?

The privately supported educational institutions are confronted with the greatest difficulty both now and in the future. Tax-supported universities are receiving more tax money and gaining in national importance every year. Unless private institutions get adequate support, state universities will be forced to absorb practically all of the giant bulge in enrollments in the next 10 or 15 years. Then corporate "giving" for the support of education will become increased mandatory "giving" in the form of taxes. And a tax-supported higher education system will threaten to dominate and perhaps destroy its present wholesome competition from the vigorous, privately supported colleges.

I am impressed with the common-sense view of Alfred P. Sloan, Jr., former chairman of the board of General Motors, that " . . . if corporations do not intervene with generous donations, the federal government will by default be given this responsibility. Government aid will mean increased taxes, with the final result that business will in effect be aiding . . . but without any freedom of choice."

The gift of $500,000,000 to colleges—and hospitals—by the Ford Foundation in Dec., 1955, may have persuaded a lot of people that the problem is well on its way to solution. Nothing could be further from the truth. The Ford Foundation gift—magnificent though it was—will enable only 630 privately supported colleges and universities to increase their faculty salaries only about four per cent.

The staggering fact is not only the size of the

foundation's gift, but how limited it seems when stacked up against the total need. In its report, "Higher Education in a Decade of Decision," published in 1957, the Educational Policies Commission of the National Education Association said it is imperative, at the very least, that the total amount spent on college faculty salaries, reckoned in stable dollars, should be advanced 75 to 125% within the next 15 years, preferably the next 10. According to surveys conducted by the Council for Financial Aid to Education, our colleges and universities, public and private, will require over $500,000,000 annually *in additional new funds* during the next decade to take care of increased needs.

By 1970, the teaching force and the college plant in this country will have to contend with a college student enrollment which is likely to be double that of today. And today's college enrollment is at an all-time high! When one understands that tuition charges and fees pay only approximately one-half the per capita cost of higher education, it is easily seen why most privately endowed colleges have difficulty in balancing their budgets.

This is another reminder of the primary responsibility of those 8,000,000 college alumni in this country to give as much attention to deferred payments on their education as they do on a car or a television set. Only 20.5% of the alumni contributed, at an average rate of $35.60, to the 442 institutions which reported in the 1956 Annual Fund Survey of the American Alumni Council. The Annual Fund total for 1956 was $36,000,000. If all 8,000,000 alumni gave to all of our 1,870 colleges and universities at the average rate of $35.60, the annual income from this source would be $285,000,000. This is entirely within reason.

There is a very large reservoir of potential giving which, I think, will flow into education. We can expect more alumni contributions and foundation support. Gifts from religious denominations and from trusts and estate planning also have shown a heartening increase. Business corporations alone are giving currently at a rate over $100,000,000 a year, if all forms of grants are included in the figures. The Council for Financial Aid to Education reports that 79 of the 100 largest non-financial business concerns have undertaken aid-to-education programs, but that many in the *Fortune* directory of the 500 largest U. S. industrial corporations have not—yet. In addition, for 1954—the year of last report by the Internal Revenue Service—a total of 723,000 corporate business concerns filed Federal income tax returns. These companies, in the aggregate, could contribute a very substantial sum, indeed.

Certainly the smaller companies cannot feel that they have no responsibility—and there is no evidence that they do feel this way. Their giving record is actually better than that of larger concerns. According to the latest available data, total philanthropic contributions *by reporting companies* with assets of under $1,000,000 came to 1.63% of their net taxable income. In the next higher group, with assets above $1,000,000 but under $100,000,000, the figure is 1.29%. Companies with assets of over $100,000,000 are giving seven-tenths of one per cent. The smaller companies also appear to have been more receptive to the importance of unrestricted gifts.

Please do not misunderstand the plea I am making. I do not think American business can be expected to meet the total requirements of our colleges. Nor would it be a good thing for higher education if we did so. My plea is only that we do our share in the light of the importance of this situation to American business in the years ahead. It would seem that we have come a long way.

The law says companies can give with a compensating tax credit. The courts say you can give without fear of punitive stockholder reaction. Furthermore, stockholders themselves have indicated that their companies should give.

Your good judgment tells you that an expanding system of higher education, strongly reinforced with a healthy and vigorous system of privately supported institutions, is essential to the maintenance of the management leadership which American business and industry must have during the years ahead. And what is even more important, it is essential to the welfare of our society.

Your experience tells you that what we need as a nation we will get—you can be sure of that—and we would rather finance our need by generous voluntary giving to education than allow government, by default, to do it through taxation. What is needed now is a wider recognition by American management that business has a golden opportunity to demonstrate that it can be responsive to more needs of society than its material requirements. During the past two decades American business has been moving very fast in that direction. Businessmen everywhere are acknowledging that the society, from which they draw their livelihood, needs and is entitled to expect something in addition to good products, good wages, and good dividends.

This is our democracy in action. This is American business at its best.

A Policy for American Education

By WILLIAM W. BRICKMAN
School of Education, New York University

THE AMERICAN PEOPLE and their government finally awakened to the truth of what some educational leaders have been saying for many years. The sudden awareness of the superiority of the U.S.S.R. in one area of science has had the effect of a stunning surprise, another Pearl Harbor as some would have it. There is a current clamor for a "crash program" to restore American superiority in scientific and technical education. The need has been dramatized and the remedy has been prescribed. Thomas H. Briggs has aptly described the present temper of our people as "a hysteria of fear and hope for miracles."

The same fever has inflamed Great Britain. The *Times Educational Supplement* of London quotes a leading article in a civil service journal that, since the appearance of Sputnik I, "commentators without number, in newspapers and magazines, on radio and television, have made the discovery that Britain is lagging behind in the scientific and technological race."

It simply will not do to look for scapegoats, for those in public and professional life who regarded the prophetic educators as Cassandras. It is more important to focus attention upon the future, not only tomorrow or next year, but also the decades to come.

In brief, what we should not do is to imitate the U.S.S.R. or any other country. We must get rid of our traditional policy of educational ease and cultural complacency. Let us tighten up our educational system on all fronts at once. We must consider a new policy, a radical innovation in American education.

The people of the United States feel that their future survival and existence as a free nation is at stake. Further, they seem to want to retain the characteristics that have set them off from other nations—unity amid diversity and a deep concern for genuinely democratic education. To survive in this way we must adopt a plan of immediate action toward the fullest realization of our manpower potential within the framework of a democratic philosophy. There has been plenty of discussion about educational issues in the past. Further debate should continue, theoretical differences should be maintained, but in a situation of international crisis it is necessary to act more and talk less.

In recent weeks the American people have been told many things about their educational program. Much of this advice is on a particular, limited level, but largely irrelevant to the major issue—survival as a free nation.

An all-inclusive policy for American education would seem more effective than whittling away at small corners of the problem facing the nation. What is now required is a fundamentally new approach to education in the United States.

Let us begin by adopting, in the words of William G. Carr, "not a crash program, but a cash program." This means proper financing of education from all possible sources: Federal, state, local, and private. Ample funds are needed, as is well known, for school buildings, instructional equipment, teachers' salaries, scholarships, school services, and the like. We should not be as squeamish as we have been about Federal aid. We should put less money into public and personal luxuries and more into the educational necessities.

Both the public and the private schools should receive aid. What good is it to the nation if the private and parochial schools teach substandard science, for instance, because of inadequate financing?

Discrimination among students on any basis —ethnic, racial, religious, social, political (where not subversive), economic—other than demonstrated scholastic ability reduces our status as a democratic nation. It also reduces our supply of trained manpower and womanpower.

Expressed in more positive terms, the luxury of racial segregation, to cite one example, is something which the American people, or any part thereof can no longer afford. In times of emergency such as these, it should be abolished forthwith, not "with all deliberate speed."

Increasing attention is being given to the education of the gifted, and it is high time. However, we must bring about the maximum development of the handicapped as well. Each person in the United States must be educated as far as he can go.

The country needs to develop an attitude of respect for education and culture and for mature and qualified scholars and educators. What they have to say and do is of inestimable value for the future development of the American people.

Much has been lost by not listening to the responsible thinkers.

In addition to adopting a new administrative policy in education, we must look upon the curriculum with different eyes than heretofore. The emphasis should be on *education,* not on one part of it, and this includes the humanities, foreign languages, science, mathematics, and social science. Not enough of our people can read Russian, Chinese, Arabic, and Hindi. Our ignorance of Russian scientific and technical work has not yielded any positive dividends.

If we are to stress the essentials, then something must give. Accordingly, school and college authorities should remove the deadwood: *ad-hoc,* narrowly practical courses, anything which can be learned by a person of reasonable intelligence on his own. The educators have to enrich the courses for the above-average, extend those of moderate ability to their limits, and do what they can for those with retarded intellectual development. The essentials should be emphasized at all levels. A common educational foundation for all, as far as possible, is a desideratum.

An attitude of this sort will result in the elimination of such courses as remedial reading and elementary foreign languages in liberal-arts colleges, as well as of numerous courses in the colleges of business and education. With the pseudo-subjects out of the picture, teachers and students will be able to concentrate on the serious business of maximum education.

Pres. Edwin S. Burdell of Cooper Union calls for educational reform via "a system of freedom with discipline." Such a system undoubtedly will produce what Chancellor Franklin D. Murphy of the University of Kansas has described as "the trained and educated mind."

The third area of concern in our time should be the revision of our concept of the relation of the individual to his education. To put it simply, what one learns must be retained all through life. If a student learns mathematics, languages, science, and history, and the like thoroughly and maintains his contact with these fields throughout his adult life, then he would not have to relearn, as many are forced to do today. The individual must maintain an interest in lifelong learning by self-study, refresher courses, cultural pursuits, wide reading habits, and a disposition toward discussion. Our tendency to forget what we have learned once we have attained a passing grade in a course is a danger-laden luxury.

Many Americans are demanding a greater stress on engineering, science, and mathematics to meet the challenge of the U.S.S.R. What such sputnikeers do not realize is that the recent educational history of the United States has been a series of crises which have been attacked by slogans. The sputnik-centered school or any other type of scholastic stress to meet a specific emergency may result, indeed, in solving our immediate problem. But how shall we meet the crises that may arise in the future? A long-range, hard-hitting, comprehensive plan, such as has been presented in this essay, would make the American educational system so flexible that it would be able to overcome any type of challenge. Such a program would keep America faithful to its democratic philosophy.

We have had much discussion in the past, but it did not advance us far enough. In a time of crisis, we have to wave differences aside and to act. Now is the time, if ever, to get public attention and action in behalf of education. It is possible, if there is a will, to reorganize American education and maintain the traditional controls over encroachment by government, church, or other agency.

The solution to our educational problem which has been offered here will doubtless arouse opposition or will be greeted by silence. Those who merely advocate more spending will have to learn that mere money will not eliminate the crisis; it will only help toward a solution. The American people need money, but also a radically new educational policy, program, and attitude.

SUBSIDIZED PLURALISM

By ROBERT F. CREEGAN
State University of New York
College for Teachers, Albany

THE FALSE LIBERAL protects the interests of others whom he considers liberal like himself. The true liberal protects the interests which are deeply felt by any morally responsible group. False liberalism may serve as a mask for tyrannical suppression. True liberalism is the working philosophy of democracy in action. Its compromises between conflicting group interests

sometimes will shock false liberals, no less than avowed conservatives. The proposal that we face up to the deep divisions in American society and in many American personalities and that we overcome the menace of these divisions by tolerating, even by sponsoring, them on the level of public policy will come as a shock to many. In my opinion, such a policy would be one of liberal statesmanship.

In the northern United States, especially in the northeast, religious diversity has set problems for educational policy making. There is much debate concerning the proper relations between public and private education. Many of the private schools and colleges are sponsored by denominations or sects, the maximum of religious control existing in Roman Catholic institutions and in a few Lutheran and Jewish schools.

In the southern United States, especially in the southeast, the racial division has been a source of problems. The Supreme Court has handed down a momentous decision against forced racial segregation in the public schools and in some other public facilities. The Court's decision helps to define the social problem of diversity and unity, but by no means has solved that problem. Legal directives, at best, provide a broad framework within which citizens may seek solutions.

The northern problem and the southern problem involve very similar psychological issues. Everyone rejects an image of himself as only a second-class citizen. Many would defend a personal image based upon some ethnic, or cultural, or religious tradition and identity. The need for equality and the need for definite identity seem reconcilable both on the psychological level and on the legal level, including laws governing education. There is nothing shameful about wanting to maintain a religious tradition or an ethnic way of life. The presence everywhere of non-sectarian, non-segregated public schools is quite compatible with a generous measure of state support for private schools representing major ethnic, or cultural, or religious interests, of a given city or state. The only possible discrimination would be against groups of petitioners so small in numbers that their requests could not be granted without a fragmentation of the total educational effort. This risk always seems to be inherent in the democratic process itself. Within the limits of practical economics and administration, however, any religious, ethnic, or cultural group should be granted the right to develop its own schools, and, furthermore, such schools should receive a generous measure of state support, provided that they pass inspection and prove their ability to achieve the educational objectives required for citizenship in a modern democracy.

Most private schools today, including those under the strictest religious direction, admit some students from a variety of religious groups. Thus, there are schools which are chiefly for Catholic students but which enroll some Protestants, some Jews, and free thinkers. There are Protestant schools with substantial minorities of students of other faiths, and in some cases with substantial minorities of skeptics and atheists. Some states would not be in a position to sponsor schools exclusively for a specific religious or ethnic group, but might give help to schools which were chiefly for a specific group in addition to maintaining and strengthening the strictly inter-group public-school system. The directors of public education would exercise a wide measure of academic supervision over the curricula and the methods of schools receiving state assistance.

Under this plan, there would be no forced segregation and no forced religious indoctrination. Nor would there be forced secularization or forced surrender of ethnic identity. No one would be a second-class citizen, but an interesting and mutually challenging diversity of group identities and policies would be possible.

The writer is well aware that some Protestants allege that compromise with an authoritarian hierarchy is impossible. Some Catholics say that the "Puritanical bigots" of Calvinism are altogether outside the pale of rational debate. Some southern Anglo-Saxons call all integrationists "race mixers" and "children of Satan." Some northern would-be liberals consider all white southerners to be "cruel and intolerant." I reject these unhappy apprehensions concerning fellow Americans. To be sure, there are anti-liberal elements among all groups mentioned. True liberalism is tolerant of the legitimate interests of liberals and also of the social demands of segments of the population which are not liberal, but which are capable of the necessary minimum of legal responsibility and of moral decency. In time, a new race may emerge in America. In time, we may all espouse one philosophy of life. That time has not yet come, and the personal integrity and group morale of many of our citizens evidently depends upon a certain continuity of religious, or ethnic, or cultural identity. Since this is compatible with legal equality of all citizens, the need should be respected by liberals.

I would contend that the scientific fact that different ethnic groups are roughly equal in

potential abilities should be taught in all subsidized ethnic schools. This should be a legal requirement, as should the teaching of the principles of civil liberties and of liberal pluralism in all the schools.

What I have proposed here is actually a subsidizing of pluralism and even a subsidizing of conflicting points of view. Regulated conflict is the key principle of civilization, and this has international implications, no less than domestic and regional ones. Even now, the United States is negotiating agreements with nations which incline towards the communist or towards the fascist ends of the political spectrum and in so doing is working against the anti-humanistic elements in those nations. Similarly, to support different types of religious schools is to seek an alliance among the humane personalities of all religions.

This viewpoint will shock those who use "liberalism" as a pretext for snobbish self-congratulation. Authentic liberalism does not try to destroy conflict, but to humanize it. True liberalism is not self-praising in a divisive sense, but rather celebrates whatever is worth-while. Beliefs which sustain the morale of any human group are to be tolerated as long as they are compatible with a minimum of co-operation. In the course of time, people change some of their beliefs but should not be despised for those held now. True liberalism is generous, and it proves its self-confidence by this very generosity. In practice, true liberalism must subsidize pluralism and even, in some cases, subsidize a measure of conflict.

Technical Education in England Today

By GODFREY N. BROWN
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"THE INDUSTRIAL SUPREMACY of England is endangered for lack of knowledge, in spite of the practical aptitudes of the people." This is a warning that might well have been uttered during the last few months. Actually the quotation comes from a lecture delivered in Edinburgh in 1870 by Lyon Playfair. Britain was just beginning to realize that, in an increasingly competitive world, she could not afford to neglect technical education. Today the lesson is being learned once more.

In 1884, alarm at the commercial competition of Germany and the U. S. A. led to the appointing of a royal commission on technical instruction which resulted in the passing of an act empowering local authorities to set up technical schools (1889). Sixteen years later junior technical schools catering for young people aged 13-16 were introduced, but technical education remained almost exclusively the responsibility of local authorities until 1921, when the first national certificates were introduced in technical subjects. These qualifications were recognized throughout the country. Technical instruction, however, continued to be the Cinderella of English education; the technical student was usually obliged to complete his education by attending evening classes. In 1945, Lord Eustace Percy's Committee on Higher Technological Education declared, "The position of Great Britain as a leading industrial nation is being endangered by a failure to secure the fullest possible application of science to industry." After World War II, Cinderella at last began to enjoy some of the financial aid that had come the way of her sisters, but she remained indisputably the poor relation. Nor is she a well-groomed child today.

Technical schooling in England is almost as varied as the climate. The main types of secondary schools, grammar, modern and technical, enroll 20%, 75%, and five per cent of an age group, respectively. Of course, the figure for technical education is far too low; worse still, the organization of this branch of education tends to be rather haphazard. In one locality children enter a technical school at the age of 11 as the result of an examination which determines the type of secondary school they shall attend. In the next town, however, only grammar school pupils are "creamed off" in this examination, and would-be technicians have to take another competitive test, at 12 or 13, for entrance to the secondary technical school. At the end of their technical schooling, boys and girls leave at 16 and go into industrial apprenticeship schemes which last five years. In many localities and industries they continue their formal education under the "day release" system —that is, their employers allow them to attend educational courses for a day or two each week. Other less fortunate contemporaries are obliged to continue their education at evening institutes. Yet, others attend technical or grammar schools

until they are 18 or 19 and then proceed to advanced work at a full-time college or university.

The content ranges from cow-milking to nuclear physics. In a few institutions, courses may still be narrowly vocational; elsewhere, they aim at a liberal education.

Over the past 20 years there has been an unspectacular but appreciable increase in the provision of technical education: from 1,250 full-time and 250 part-time students of engineering in 1938 to 6,000 full-time and 120,000 part-time students in 1954. Since the report of the Percy Committee of 1945, the number of full-time students of science and technology has more than doubled, and nearly everyone of the 23 British universities has acquired at least one new major scientific building.

In almost all technical schools a considerable proportion of time is allotted to such subjects as English, history, and current affairs. Practical work bulks large in the timetable, along with associated theoretical subjects such as geometry. In a three- or four-year course all pupils spend their first year at work on a common syllabus. After this, special groups are formed, *e.g.*, engineering, building, and commercial work. Most pupils leave school at 16 and many continue their education by "day release" and evening study. At present, 17.4% of young workers are released by their employers for day-time study. Many work for a National Certificate at "ordinary level," which they take after three years' study. If they are successful in this, they may continue to work and study for another two or three years and obtain their "National" at "higher level." Certificates may be obtained in chemistry, applied chemistry, physics, metallurgy, building, mining, commerce, textiles, naval architecture, management, retail distribution, and civil, mechanical, electrical, and production engineering.

A minority of technical students numbering approximately 10,000 attend technical colleges and universities for full-time courses. They may come from technical schools, grammar schools, or, rather exceptionally, from secondary modern schools if they have qualified by evening or "day release" study. There is an increasing tendency for modern schools to try to provide some technical education, and concern is now being expressed at the two-year break which makes it difficult for modern school pupils to attend technical colleges. In these colleges many students work on "sandwich courses," spending alternate periods of three or six months at work in industry and at study in college. In July, 1955, the government instituted a new qualification for which students will work—a diploma in technology (dip. tech.) which will be obtained after three years' full-time study, or after five or six years of "sandwich" study.

The clock, as Sir Winston Churchill has warned, is approaching midnight. Whereas the U. S. A. produces 136 graduate engineers for every million of her population and the U. S. S. R. produces 280, the figure for Great Britain is only 57. However, the situation is improving.

According to the Government White Paper on Technical Education (1956), it is proposed to spend £70,000,000 in England and Wales and £10,000,000 in Scotland on building programs for technical education. A further £15,000,000 is to be spent on equipment. It is hoped to raise the number of students completing advanced technical courses from its present figure of 1,000 to 15,000. This will largely be done by expanding sandwich courses: "the government believe that for the highest technological qualifications sandwich courses will become more and more appropriate." Recruits for these courses will come from those who left a grammar school at 18 armed with a General Certificate of Education at advanced level in scientific subjects, those who left a grammar or technical school at 16 and have served an apprenticeship in industry, and those who left a modern school at 15 but who, through part-time study, have managed to secure an Ordinary National Certificate.

The success of these plans will depend largely upon the collaboration of industrial firms, particularly in releasing young people for education during working hours. At the moment, the percentage of those who benefit from day release varies from industry to industry: in 1954, the figure was 90% of boy employees under the age of 18 in the engineering industry, but only four per cent of the same group in the distributive trades. The White Paper hopes that the present figure of 355,000 benefiting from day release will be doubled and it emphasizes that girls as well as boys can undertake technical training.

Is England's educational Cinderella now entering her happy-ever-after stage? This seems very doubtful. To begin with, one wonders whether extensive enough provision is being made for an age that is being transformed by the science of cybernetics. The accelerating tempo of scientific discoveries and the introduction of automation in industry bid fair to make the First Industrial Revolution seem small-time in comparison. In such a situation the Government's proposals seem once again to be inspired more by haste than by foresight. The colleges of advanced technology should be freed from con-

trol by local educational authorities and should become university institutions in their own right. The hideously named "dip. tech." should surely be a university degree if it is to command the respect which its importance merits. (This would be the best guarantee that it betokens education and not just instruction.) Moreover, secondary modern schools, on which so much money has been spent since the end of the war, will continue to educate the great majority of the nation's children in rudimentary general subjects. As the Cybernetic Revolution gains speed, there will be less and less demand for such people.

In particular, the provision of technical teachers is a major difficulty. Technical education today is run by about 40,000 part-time and nearly 10,000 full-time teachers. Of the part-timers, nearly one-quarter are persons who teach in evening technical colleges. Since 1945, only three colleges for technical teachers have been established, and now the supply of full-time teachers falls just short of 1,000 per annum. This is simply not adequate for the proposed expansion of technical education, and thus "the Government hope that industry will be ready to release yet more of its employees during the day, so that its apprentices may be given the more thorough grounding which modern conditions require." This seems a rather vague and pious hope.

However, a committee has been appointed under the experienced leadership of Lord Hives, chairman of Rolls Royce, to advise on the recruitment and training of technical teachers. Moreover, Mr. Geoffrey Lloyd has recently been made Minister of Education and the fourth holder of the office in the past six years of Conservative government. He is a Cambridge-trained scientist who, during the war, took ministerial responsibility for Pluto (Pipe line under the ocean) which supplied the Allied Army in its Normandy landings. Since the war, as Minister of Fuel and Power, he has helped create the first chain of atomic power stations for industry. Thus, it is to be hoped that Lord Hives will provide the magic vehicle, and that, in the person of Mr. Geoffrey Lloyd, England's educational Cinderella will find her Prince Charming at last.

A Middle English Note on Female Education

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THE STATUS of, and opportunity for, the education of women in medieval England has long been questionable. However, the Middle English prose work, the *Ancrene Riwle*, written between 1130 and 1200, contains two significant allusions to women's education of this period. The first of these strongly suggests that coeducation on the elementary level was not uncommon at this time in Hereford or Worcestershire, the area in which and for which it is thought the *Ancrene Riwle* was written. The passage, in the King's Classic edition of the work, states that

> An anchoress must not become a schoolmistress, nor turn her anchoress-house into a school for children. Her maiden[1] may, however, teach any little girl concerning whom it might be doubtful whether she should learn among boys, but an anchoress ought to give her thoughts to God only (p. 319).

The statement, "learn among boys," seems to leave little doubt that boys and girls were educated together in some instances and that this was taken as a matter of course. Further, it would suggest that some sort of elementary education was generally available.

The second pertinent passage is in regard to the anchoress herself and concerns her reading. It is somewhat surprising and indicates that the author of the Rule, as yet unidentified, was not a cleric. He suggests that

> Often, dear sisters, ye ought to pray less, that ye may read more. Reading is good prayer. Reading teacheth how, and for what, we ought to pray; and prayer afterwards obtaineth it. In reading, when the heart feels delight, devotion ariseth, and that is worth many prayers (p. 215).

This, as the author points out, is very much like what St. Jerome says regarding reading and is a rather revolutionary statement, considering the time and situation in which it was written.

From the text it is evident that the three sisters for whom the rule was specifically written were well-educated women, fluent in French, English, and perhaps Latin. As an educational artifact, the *Ancrene Riwle* has notable significance.

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[1] It was an accepted practice for anchoresses to keep servants who cooked for them and did their housework. It was, accordingly, acceptable for this person to help also as suggested above.

Changes in Soviet Educational Administration

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As a result of the post-Stalin reshuffling, the Ministry of Higher Education of the U.S.S.R. was merged together with other offices of cultural administration, in March, 1953, into the newly formed Ministry of Culture of a union-republic type. Exactly a year later it was resuscitated anew as a separate ministry, but of an all-union type. In Dec., 1954, it reverted again (though for the present only partially) to the union-republic type. To those unused to the zig-zag of Soviet administrative policy and further baffled by frequently incorrect reporting even in authoritative sources of educational reference, these changes are no doubt puzzling enough to merit further explanation.

The Soviet Union is, of course, a federation and is administered partly by federal and partly by state agencies. These agencies represent, however, not two but three types of administration. They are represented, respectively, by the *all-union*, *union-republic*, and *republic* ministries. The all-union ministries (*obshchesoyuznye ministerstva*), such as the Ministry of Foreign Trade, are federal bureaus with direct jurisdiction over the whole of the Soviet Union. The republic ministries (*respublikanskie ministerstva*) are state organs administering matters such as social insurance within the confines of the constituent 15 republics. The union-republic ministries (*soyuzno-respublikanskie ministerstva*)— for example, the Ministry of Public Health—are a mixed type in which some aspects of administration are concentrated in the federal ministry, while others are administered by ministries of identical name within each republic. The Ministry of Higher Education now has been converted to this last type of administration, thus presaging a far-reaching decentralization of the industrial all-union ministries recently announced by Kruschev.

However, perplexingly enough, the decentralization of higher education thus far has been only partial. If we contrast the new Ministry of Higher Education with the Ministry of Culture, we find that the Ministry of Culture is of a union-republic type, which means that instead of only one Ministry of Culture in Moscow in charge of libraries, publications, movie production, etc., for the whole of the Soviet Union, there exist, in addition to the federal ministry, 15 more such ministries. These ministries, bearing the same name as the ministry in Moscow, are situated in capitals of the constituent republics and are responsible for their administration both to the legislative organs of the republic and to the Moscow ministry. And, of course, this means that in Moscow itself there are now two Ministries of Culture, since the city is the capital of the whole union and of the Russian Republic as well.

THE SOVIET ADMINISTRATION OF EDUCATION

Level of Government	*Type of Administration*		
Union	Union Ministry of Higher Education	Union Ministry of Culture	———
Republic	Republic Ministry of Higher Education (only in the Ukraine)	Republic Ministry of Culture	Republic Ministry of Education
Oblast'	———	Oblastnoi Otdel Kul'tury	Oblastnoi Otdel Narodnogo Obrazovaniya
Raion or Gorod	———	Raionnyi Otdel Kul'tury	Raionnyi Otdel Narodnogo Obrazovaniya

When the Ministry of Higher Education was changed to the union-republic type, that decree was accompanied by the creation of only one ministry—for the Ukraine. This means that, so far, there are only two Ministries of Higher Education in the Soviet Union: the federal ministry administering from Moscow all Soviet universities and institutes, except the Ukrainian, and the ministry in Kiev administering on behalf of Moscow all the institutions of higher education for the Ukrainian Republic. The reasons for this partial decentralization are not easy to determine. A possible explanation might be that the Ukrainian Republic, with 139 institutions of higher learning in 1954-55 (exclusive of the technikums), was only second to the Russian Republic (with 465 institutions administered from Moscow) and far ahead of all the other republics among which Uzbekistan (with 34) had the next largest number, while several others had no more than seven.

Thus, there are now in Russia only two Ministries of Higher Education, one federal and one republican, while there are 16 Ministries of Culture, one federal and 15 republican. However, the organization of Higher Education and Culture stands in further contrast with the administration of primary and secondary schools, which, since the reforms of 1937, continue to be directed by ministries of the republic type. This means that there is no federal ministry of education but only 15 Ministries of Education, one for each republic. These ministries also are in charge of most, although not all, kindergartens and they administer all professional institutions for the training of teachers in primary and secondary schools. On the other hand, they have no jurisdiction over technical and vocational schools, which are administered by various other ministries concerned. Thus, the schools for specialists in coal mining are under the direction of the Ministry of Coal Industry, which is under the over-all supervision of the Ministry of Higher Education as far as educational policy is concerned.

The so-called autonomous republics represent a special complication. They are not direct members of the federation but are themselves members of the constituent republics. There are 17 such autonomous republics, 13 of which are within the Russian Republic. They administer their schools through their own separate Ministries of Education. But these are subordinated to the Ministry of Education of the constituent republic, as well as to their own government agencies. Thus, the Ministry of Education of the Buriat-Mongolian Republic is responsible to the Ministry of Education of the Russian Republic. If we add the autonomous republican ministries to the number of the ministries in constituent republics, we come to a sum of 32 offices within the Soviet Union which are called Ministries of Education.

The administration of primary and secondary education below the republic level corresponds to the local government divisions. Each Ministry of Education acts through departments at the level of the province (*oblono-oblastnoi otdel narodnogo obrazovania*—provincial department of national education), and these in turn are subdivided into departments at the level of districts and municipalities (*raiono, raion*—district; *gorono, gorod*—municipality). In addition to this structure of official administration, the local soviets at all levels delegate one of its committees to deal with matters of education. Its members have some prerogatives in advising on building programs, bookkeeping, budget, living facilities for teachers, care of students who fail to make satisfactory progress, etc. But the bulk of financing, the curricula, personnel management, and inspection—the four cornerstones of control—are completely in the hands of government hierarchy.

Each Ministry of Culture acts similarly through the departments of culture on the oblast' level, and these in turn are subdivided into district and municipal departments. Only the Ministry of Higher Education has no organization on the local government level. Insofar as can be determined from the example of the Ukraine, the *VUZ* (*Vysshye Uchebnye Zavedeniya*—higher educational establishments) are run directly from the capital of the republic.

It would be a mistake to regard the trends towards apparent decentralization in the administrative machinery as conclusive evidence of *de facto* relaxation of the hold of the regime upon the schools. The official formula of Soviet administration is democratic centralism. The central Ministries of Higher Education and Culture continue to be forcefully active as co-ordinators of policy in their respective fields. In 10-year education, too, the degree of self-determination at the republic level seems to be limited by the fact that all Ministries of Education take their cue as to textbooks, methods, curricula, and apparently even examination questions from the Ministry of the Russian Republic. Several other organizations on the national and local level also participate in the school enterprise. For instance, the work of the Academy of Pedagogical Sciences of the R. S. F. S. R. at the national level and the work of the education committees of work-

ers' and teachers' unions at the local level affect the lives of the schools. Finally, the obvious centralizing function of the Party cannot, of course, be overlooked. Its co-direction of all official channels of administration insures the strict uniformity of organization and policy so characteristic of the communist system.

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SPECIAL CONFERENCE REPORTS

The 22nd Educational Conference: A Summary

THE 22nd Educational Conference, jointly sponsored by the Educational Records Bureau and the American Council on Education in New York City, Oct. 31-Nov. 1, 1957, was attended by nearly 800 representatives of some 500 institutions. The five general sessions and two luncheon meetings dealt with the general theme, "Long-Range Planning for Education."

Two of the main sessions had to do with present and future development of values and attitudes among students. At the first, Mason W. Gross, provost and professor of philosophy, Rutgers University, stressed the importance of the teacher who has achieved "the habitual vision of greatness" and has developed ability to transmit this vision to his students. The other speaker at this session, E. Francis Bowditch, discussed "The Search for Values in Education" and indicated the kind of help to be found in the philosophy, program, and work of the Research Society for Creative Altruism, of which he is administrative director.

In the other session, there were reports of extensive studies of the values and attitudes held by students at Cornell University, Vassar College, and Princeton University. Then followed a panel discussion led by Philip E. Jacob, University of Pennsylvania, on the socializing and attitude-building influences of the school or college community, including the complex interrelationships among students and between students and faculty. A strong feeling was expressed that a way to further progress will come about through additional study, better understanding, and more thorough utilization of the potential educative and character-building values of the whole school community and not through the classroom alone.

Other highlights of the conference were the luncheon addresses by Dean Edward W. Barrett of the School of Journalism, Columbia University, and Devereux C. Josephs, chairman of the board, New York Life Insurance Co. Dean Barrett pointed to the common challenge for education of the public which journalists and school people face and expressed the conviction that these two professions carry a large share of the responsibility for the future. Dr. Josephs summarized the main points in the report of the President's Committee on Education Beyond the High School, of which he was chairman, and noted the need for a continuing publication in the nature of a "case book" which would describe experiments in different educational institutions and serve as a record of success and failure of a variety of approaches to problems of higher education.

Problems of long-range planning in different kinds of institutions were considered in another interesting session. Five major questions having to do with the problems and the future of the independent school were presented by Francis Parkman, executive secretary, National Council of Independent Schools, with special reference

to the problems of obtaining sufficient financial support for enlarged educational programs. Pres. Thomas A. Spragens of Stephens College concluded that the main contribution of the independent two-year college to American education must come about through concentration upon and development of the general education function. Pres. James H. Case, Jr., of Bard College looked at the temptations and opportunities ahead for liberal arts colleges and stated that their main problem was that of steering between two opposing dangers—the danger of supinely yielding to the pressure of numbers of students desiring admission and the danger of resisting without making any attempt to provide for larger numbers. He then proposed a five-step program designed to avoid these dangers.

There was an unusual amount of interest in the session on "The Use of Tests in Admission to Schools and Colleges." Joshua A. Fishman, College Entrance Examination Board, looked ahead to the next 50 years of the use of tests for admission to college and predicted that there would be increased recognition of domains of aptitude other than verbal and numerical alone and that there would be much wider attention to programs of different prediction. Miss Ethel DuBois, George W. Hewlett High School, Hewlett, N. Y., considered the use of tests in admission from the standpoint of a secondary school director of guidance and expressed a belief that, in the future, tests would become increasingly important as screening devices, but that qualitative personality and character traits should be the deciding factors in college admission. The use of tests in admission to independent secondary schools was discussed by Hull P. Maynard, The Loomis School, with particular emphasis on the new Secondary School Admissions Testing Program sponsored by 36 schools and administered by the Educational Testing Service.

The final session, which the International Reading Association co-sponsored, was concerned with the development of reading skills for all students. The main speaker, Prof. Albert J. Harris of Queens College, president, International Reading Association, presented 10 major points in a well-rounded, thorough school reading program. He stressed especially the psychological foundation of the program, the relationship of reading to other communication skills and to instruction in other areas, the need for an all-school developmental reading program supplemented by remedial work, and the need for community-wide clinical facilities. The panel discussion that followed emphasized the availability of reading materials of all kinds which enable children to develop their reading along the line of their interests; the need for training more reading specialists and for in-service training of all teachers in methods of improving reading; the contribution that parents can make through introducing their children to books and stimulating interest in reading; and the responsibility that teachers, not only of English but of all subject fields, should accept for improvement of the reading skills of their pupils.

The complete report of the 22nd Educational Conference will be published by the American Council on Education and the Educational Records Bureau in the spring of 1958.

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Church-College Trustee Conference

ABOUT 100 administrators and trustees from a 10-state area met at Nebraska Wesleyan University, Lincoln, Neb., Nov. 8-9, 1957, for the Great Plains Conference of Trustees for Church Colleges. Sponsored by the National Committee of Church Men for Church Colleges, the conference was planned and carried out by Nebraska Wesleyan and the Board of Education of The Methodist Church. Co-operating denominations included the Presbyterian Church, U.S.A., and Congregational and Christian Churches.

"The typical church college operates on the assumption that knowledge ultimately converges on a universe that is spiritually meaningful," declared Milburn P. Akers, executive editor of the *Chicago Sun-Times*, in the keynote address. The church college, he said, "rejects the cynic's conclusion that no knowledge of God is possible. It rejects the communist's pretension that there is no God, and the indifference of the secularist who maintains that such a question doesn't matter."

The Rev. Dr. John O. Gross, general secretary of the Division of Educational Institutions, Board of Education of The Methodist Church, told the delegates that "Christian education at its best furnishes the best climate needed for sound scholarship—the kind which supports the scientist in his search for truth, and protects the historian in his loyalty to the facts as he finds

them." He appealed to trustees to take just as much interest in the religious activities of their colleges as they take in the financial affairs.

Workshop sessions were held on problems of trustee training, college investment and finance, fund-raising, and public relations and church support. Among the leaders were Albert W. Dent, president, Dillard University, New Orleans, La.; and Corliss D. Anderson, professor of finance, Northwestern University, Chicago, Ill.

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RESEARCH

College Transcripts and Standardized Tests as Criteria for Graduate Placement

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ONE OF THE MOST PROMISING efforts to remedy the present critical shortage of qualified teachers has been undertaken by the National Science Foundation. By means of a series of programs geared to individual needs, talented persons have been encouraged to continue their studies. These programs have been described elsewhere.[1] One such program involved a year of training at the graduate level.[2] In preparing for this event, we faced a universal problem—the appropriate placement of graduate students. The purpose of this research is to explain our procedures and results.

In order to profit from the National Science Foundation's Program, a student should be placed at a level appropriate to his mastery of the subject. Otherwise, excessive duplication or difficulty would result. Under ordinary circumstances, students are placed according to their background as revealed by college transcripts. Because of the unusual nature of the students as well as the pioneer aspect of the present situation, it was believed desirable to test this obvious solution empirically. Our goal was to contribute to the expanding program by evaluating this procedure as well as certain tests which seemed promising. The group studied was comprised of 45 men.

Many of the students had been away from college for some time, as indicated by the age range which was from 24 to 49, with a mean of 31.8 years. Furthermore, the range in teaching experience was from two to 25 years, with a mean of 6.1 years. Moreover, it was believed that self-improvement and experience in science teaching could be expected to raise levels of understanding. Because of these factors, the difficulties in transcript evaluation were many.

Concomitant with the rapid progress in science within recent years, college curricula have been revised extensively. Furthermore, the equation of various courses within a subject-matter field complicated the problem. For example, a course in agricultural chemistry added as much numerically to a student's record as did one in theoretical chemistry, though the courses would have been different qualitatively with regard to scope and content. Despite these problems, it was decided to weight courses equally, regardless of title or level, under their subject-matter headings in an experimental attempt to discover the outcome of this procedure.

Inspection of the transcripts indicated considerable variability in subject-matter background. These data appear in Table 1.

Because of the foregoing reasons, it was decided to give standardized subject-matter tests to all students, regardless of their background in college or in high-school science teaching. During the selection procedure, the writer consulted many educators, scientists, colleagues, testing bureaus, and research facilities.

[1] H. C. Kelly, *Educational Record*, 38: 91-99, April, 1957.

[2] This paper is one aspect of an evaluation by the writer of the National Science Foundation's Supplementary Training Program for High School Science and Mathematics Teachers (now called National Science Foundation's Academic Year Institute) at the Oklahoma State University, Stillwater (Prof. James H. Zant, Project Director). At the time of the project, the writer was on the faculty of Oklahoma State.

Certain criteria were chosen by the writer in order to orient the test selection: appropriateness, in terms of advanced levels; relevance with regard to course content within the framework of the program; unrestricted availability and reasonable cost; and approval of the staff member in charge of the subject-matter field.

The main barrier to the formation of the test battery was the fact that, while many tests are available at public-school levels, few are appropriate to college levels. Nevertheless, after considerable study, a test battery was chosen. A bibliography of the tests used has been included.

The chemistry and mathematics tests were already in use on the campus and were included at the request of the respective staff members. The physics and biology tests were selected by the writer and approved by the appropriate staff members. The pre-engineering and science reasoning tests were the sole responsibility of the writer. The former was chosen because one of the writer's graduate students had found it accurate for vocational prediction.[3] This test had two sections, one in physics and one in mathematics. While tests of these areas had been included already in the test battery, the additional tests served as a check. Later, only the most promising tests would be retained.

In addition, a more global aspect of scientific background was included—a science reasoning test. The instrument selected was one of the most favorably reported tests in the literature. Furthermore, the writer had found it statistically significant in the assessment of a general education program.[4] While personality and interest tests were included, they were omitted from this report, since they were peripheral to the course placement problem.

Because of the unusual nature of the population and the program, the scores of the students could not be related to the test norms. However, this was anticipated and it was not our purpose to compare scores and norms. Instead, the raw scores were converted into percentiles based upon this group of National Science Foundation Fellows. Thus, it was possible to trichotomize the group according to beginning, intermediate, and advanced levels.

Each student's scores were converted into percentiles based upon the group. The writer designed a guidance profile which graphically depicted the student's standing. This made it possible for the advisor to understand quickly and clearly the student's general level as well as his achievement in each field. Since the tests were administered just before registration, the ready availability of this important information was of practical value in advisement. Moreover, the test profile remained in the student's folder for future reference.

Because no data were available concerning the use of these tests upon a comparable population, it seemed that advisement should be based upon a judicious combination of transcript background as well as test performance. In the writer's opinion, the latter measure might be accorded greater weight, since it represented a more tangible and current measure.

Test validation was considered a scientific necessity for two reasons. First, it contributes to pure research by assessing the value of these instruments. Furthermore, it assists in a practical manner by providing data based upon experience, which may be used to orient future programs. Therefore, correlations were computed between hours of subject-matter background and achievement scores on these standardized tests. It was predicted that the correlations would be positive, thus indicating that higher achievement was associated with a stronger background.

Table 1 indicates that four of the six tests were statistically significant at the one per cent level of confidence. Only one test was unrelated to subject-matter background, namely the physics sub-test of the pre-engineering test. It was believed that the physics involved in this test was of a special type not common to the background of general physics majors.

TABLE 1
CORRELATIONS BETWEEN SEMESTER HOURS AND SUBJECT-MATTER TEST SCORES (N-45)

Subject	"r"	Sig. Level	Credit Hours Range - Mean		Test Scores Range - Mean	
Chemistry	.643	P.<.01	0-43=43	15.29	3-73=70	35.44
Physics	.452	P.<.01	0-31=31	11.58	27-74=47	55.82
Mathematics	.700	P.<.01	0-42=42	17.96	15-40=25	31.16
Biology	.273	*P.<.06	0-59=59	17.58	22-47=25	34.02
Physics (Pre-Eng.)	.213	*P.<.15	0-31=31	11.58	8-42=34	29.62
Mathematics (Pre-Eng.)	.601	P.<.01	0-42=42	17.96	9-39=30	23.91

*not significant

The biology test failed to reach the five per cent level of confidence by only one point. Since the five per cent level is considered sufficiently stringent for much research, this test should be retained until a more precise one is found. Moreover, since this test is still in the experimental stage, data from this and similar studies should result in a more refined instrument in the near future.

[3] R. H. Bowers, Unpublished Doctoral Thesis (Oklahoma State University, 1953).

[4] L. A. Ostlund, SCHOOL AND SOCIETY, 81: 6-8, Jan. 8, 1955.

TABLE 2

CORRELATIONS BETWEEN NATURAL SCIENCES REASONING TEST AND SUBJECT-MATTER TEST SCORES (N-45)

Chemistry	.233	*P. < .12
Physics	.476	P. < .01
Mathematics	.321	P. < .04
Biology	.684	P. < .01
Physics (Pre-Eng.)	.527	P. < .01
Mathematics (Pre-Eng.)	.339	P. < .02

*not significant

With regard to reasoning in the natural sciences, Table 2 reveals that five out of the six subject-matter tests correlated with the reasoning test at the four per cent level of confidence or better. Only the chemistry test seemed unrelated. This was believed due to the fact that the test was comprised solely of subject-matter knowledge, whereas each of the other tests involved information which might have been gained through experience as well as interpretation of passages that called for reading skills. Thus, the significant correlations are due, in part, to the test items. However, the fact that reasoning correlated highly with subject-matter background indicated that probably, as one increases in background and experience, subject-matter and reasoning become augmented concomitantly.

These results support the conclusion that, in placing students at their appropriate level, the transcript evaluation and test selection procedures proved valid, since background and achievement were related in a predictable manner. However, had the experiment yielded negative results, a re-examination of both procedures would have been mandatory.

In the writer's opinion, the statistical data suggest that the pre-engineering test can be eliminated, since the mathematics and physics included in this instrument are of a special nature. Moreover, the separate tests of mathematics and physics correlate more highly with subject-matter than do their respective areas in the pre-engineering test.

In conclusion, the data suggest that all of the other tests should be retained, since they correlate positively with subject-matter background. However, the experimental use of other promising tests should be encouraged.

BIBLIOGRAPHY OF TESTS

1. Biology: "A Test of Science Reasoning and Understanding, Biological Sciences, Form A."
2. Chemistry: "A.C.S. Cooperative Examination in General Chemistry, Form M."
3. Mathematics: "Cooperative Mathematics Pretest for College Students, Form X."
4. Physics: "Cooperative Physics Test, Form X."
5. Pre-Engineering (Pre-Eng., sub-test in math. & physics): "Pre-Engineering Ability Test. Form ZPA."
6. Science Reasoning: "USAFI-G.E.D. #3, Interpretation of Reading Materials in the Natural Sciences, College Form B."

EVENTS

Graduate Degrees in Education

GRADUATE EDUCATION is receiving considerable attention these days. Some educators are concerned with the preparation of college teachers to instruct the rising tide of students soon to overwhelm the campuses. Others, with an eye on the current international situation, are interested in advanced study of science, mathematics, and technology. The report in Nov., 1957, on the Ph.D. and M.A. by the four deans of the Association of Graduate Schools further helped to emphasize to the public the importance of education beyond the bachelor's degree.

The National Science Foundation has shown in a survey that the field of education is the most widely represented one among the graduate programs of study. This fact calls for a careful consideration of the content leading to graduate degrees in education, all the more so because the M.A.'s and Ph.D.'s in this area usually occupy key positions in teaching, administration, and professional teacher education.

It is the belief of at least one professor in the field of education that graduate study for *all* teachers and administrators should include advanced work in subject matter. A post-baccalaureate degree without additional content courses is a form of isolationism which encourages ignorance and non-intellectual, if not indeed anti-intellectual, attitudes.

The programs for the M.A. and Ph.D. in education must include, in addition, advanced professional study among the foundational areas—philosophy, sociology, psychology, history of education, and comparative and international education. The graduate phase of study is also a time to mature in a scholarly way by mastering the tools of foreign language, bibliography, and statistics and applying them in research work. This suggests that the faculties in schools of education set up high standards for term research projects and dissertations and that they keep themselves in research trim. Whatever cannot be studied, for lack of time, via course work should be pursued on the student's own time. All teachers and administrators must learn to appreciate scholarship by working at it, and they might serve as examples to the public, which must realize the significance of scholars in our society.

Everyone in the educational profession must give serious thought to the advanced programs for teachers

and administrators. The time for using functionalism and opportunism as major criteria for determining advanced curricula in education has certainly passed. It never really had any justifiable *raison d'être* in schools of education in the first place. In any event, deans and professors of education should do their utmost, in the light of the considerations mentioned here, to assure their advanced degree students of a firm foundation in scholarship and professional essentials.—W.W.B.

PHILANTHROPY AND THE COLLEGE

FUND-RAISING efforts by state and privately supported colleges and universities do not compete for the same philanthropic dollar, but instead raise the level of support for higher education generally, said Ernest Stewart, executive director, American Alumni Council, Nov. 1, 1957, at a University of Michigan Development Council conference. "There is no evidence of a limit on the amount of philanthropic funds which our colleges and universities will receive if they do an effective job of stating their case, if they work together in support of the efforts of all, and if they take advantage of today's favorable climate for philanthropic support."

Stewart criticized four specific fund-raising techniques practiced in the past by individual state and private institutions: attempts by private universities to create the impression that state institutions are "inefficient," simply by comparing total budgets per student and ignoring research and other services included in the over-all figure; efforts originated by state and regional co-operative fund raisers to link private colleges with free enterprise and church-related colleges with God, inferring that state-supported institutions somehow might have a socialistic or atheistic bent; attacks on the low tuition rates of state-supported institutions "that obscure their historic education mission and often result in subtle pressures to raise the rates still higher"; and remarks by state-supported institutions inferring that gifts to private colleges will be diminished by overhead expenses, while appropriations cover these costs for state schools. Stewart stated:

Corporations are often led to believe that their tax dollars are already going into the operating budgets of state universities at a figure far beyond the actual fact. Perhaps the true picture of just how small the amount of any one corporation's tax payments each is actually receiving—particularly in comparison with the number of trained executives and scientists they are furnishing—might lead a number of corporations to give more thought to including the state universities in their aid-to-education programs. Certainly some type of offensive is necessary to remove the barriers that corporations have erected against support in this direction.

How few there are who include tax-supported institutions as recipients of direct grants, or who contribute the cost-of-education supplement that is now a feature of most scholarship programs. Only in one large area, the corporate alumnus matching grant approach, are the majority of corporations making no distinctions between public and private. It is to General Electric that we owe thanks for setting the standards here that others have elected to follow.

Unwarranted competition between state and privately supported institutions has developed largely because of the state of mind which argues that the over-all philanthropic dollar or the philanthropic dollar for higher education is static, set, and fixed. Somehow these alarmists must be persuaded that this intensified drive by all types of institutions for understanding and financial support is really the healthiest means of developing support for higher education.

At the very least within the next 10 years, philanthropic support to all our universities and colleges must be doubled. Educational fund raising, now at the half-billion dollar mark annually, must become a billion dollar enterprise. I happen to be in the ranks of the optimists who are convinced that we can double the ante.

NEW STRESS ON SCIENCE IN BRITISH UNIVERSITIES

THE BOOMING GROWTH throughout England of city and provincial universities offering science and commercial curriculums is shaking the foundations of England's traditional "ivory tower" schools, claimed O. C. Carmichael, consultant to the Ford Foundation Fund for the Advancement of Education, at the 43rd Annual Meeting of the Association of Urban Universities, Detroit, Nov. 4.

Recently returned from an extensive tour of the British Commonwealth nations, Dr. Carmichael said the growth in England of urban "Redbrick" universities, emphasizing the sciences, has come only in this century, and particularly since World War II. For 600 years, England had only two universities—Oxford and Cambridge. Since about 1900, some 18 urban universities have come into being, six of them since 1940. In response to the rapidly increasing importance of the sciences before and since Russia's Sputnik, these English urban universities, with government support, have been attempting to meet the United Kingdom's increasing needs for scientifically trained personnel.

The effect of this development already has shown signs of severely altering the traditional British approach to education. Traditionally, the arts faculties enrolled the bulk of undergraduates, with science subjects included. But the method of handling these subjects has been philosophical, aimed at giving the student a broad but general knowledge of a single science. The new British urban universities have organized, instead, separate faculties in the sciences and emphasize applied knowledge. Influenced by the trend, Oxford itself recently has enlarged its scientific and technological training facilities. In contrast to the past, United Kingdom students in the sciences today outnumber those in the arts three to two.

Dr. Carmichael noted similar trends in India toward emphasis on the sciences and technology, likewise with government financial support. Other Commonwealth nations have not as yet been so greatly affected as India and the United Kingdom.

REPORT ON AMHERST FRATERNITIES

A SPECIAL Amherst College committee of trustees, alumni, faculty, and students recommended in Oct. 1957, that fraternities be allowed to continue on the Amherst campus. Although some undergraduates and faculty favor the abolition of fraternities, the majority

of both groups would prefer retaining a social system similar to the present one. In addition, most alumni were also found by the committee to be in favor of the fraternity system. In its investigations the committee found that no alternative open to Amherst will generate group responsibility as well as the present system does. Alternatives would require more college supervision in addition to being financially prohibitive.

The committee also recommended that changes be made in fraternity rushing procedures, that steps be taken by undergraduates to establish closer faculty-student contact, that the fraternity social calendar be revised to eliminate abuses caused by off-campus visitors on house party weekends, and that the college provide more adequate social facilities for freshmen (who are not permitted to join fraternities) and other non-fraternity students.

The committee pointed out that many of the charges made after the war, dealing with so-called anti-democratic and anti-intellectual characteristics of fraternities, had been met. Since 1946, the trustees have insisted that Amherst fraternities be free to select their members without discriminatory restrictions of race, color, or creed imposed by constitution or by-laws. Five houses of the 13 on the campus were suspended by their national organizations after pledging members of racial or religious minorities. In addition, for the past six year the fraternities, on undergraduate initiative, have pledged all students wishing to join.

The committee's report minimized the charges of anti-intellectualism leveled against fraternities. It found that fraternities through self-studies of the fraternity system and evaluations of the college's academic program had made significant contributions to the campus. It also determined that fraternities, by inviting faculty speakers and by other means, were making attempts to establish closer ties between social organizations and academic pursuits.

PROBLEMS OF A LARGE UNIVERSITY

IN HIS ANNUAL REPORT to the faculty, Nov. 6, 1957, Chancellor Lawrence A. Kimpton of the University of Chicago called special attention to the following problems, among others:

What is general education? What is specialized education? And how are the two put together to form something called liberal education at the undergraduate level? The great debates of the University have centered about this general subject for the past twenty-five years.

We have located, relocated, and redefined degrees; defined, redefined and reworked curricula; and we still are not sure of the meaning of our bachelor's degree.

The problems with which the Social Sciences deal are important, and the world is in turmoil at present over the resolution, indeed the definition, of these very problems. It is easy for a good Division under such circumstances to become so overextended in its honest effort to assist the world at large that it runs the risk of neglecting its local commitments to teaching and research.

There are profound differences among social scientists about the methodology appropriate to their science. This in turn creates real difficulties in the evaluation of a man and his work.

It is true to say, I believe, that the Humanities Divisions of major institutions in the United States are less distinguished than they were a quarter of a century ago. The times are out of joint for the humanist. Rightly or wrongly, universities in general play the market, and the market today is different for professors of physics and philosophy.

A SOUTHERN SOCIOLOGIST VIEWS SEGREGATION

THERE IS NO LONGER a solid South of segregation, Prof. Guy B. Johnson, University of North Carolina, declared Nov. 8, 1957, at the University of Notre Dame. "The defiant states may hold out indefinitely, but they are going to be lonelier and lonelier." The southern sociologist predicted that the eventual abandonment of compulsory segregation below the Mason-Dixon line "will rid the white man of his false fears and of the stigma of unfair legal compulsion against the Negro." On the other hand, Negroes "shall be rid of a hated symbol of second-class citizenship and a handy alibi for second-rate achievement.

"The battle over desegregation is very bitter right now, and it will get worse before things get better, but there can be no doubt as to its outcome. Not only the Supreme Court, but the Christian ethic, the American Dream and time itself are on the side of freedom and equality."

The Negro, the white man, and the South itself all have been adversely affected by the compulsory racial segregation which prevails in the southern and border states, Johnson claimed. While the Negro has been "the main victim," many white southerners have been "so thoroughly brainwashed by their elders in the ideology of white supremacy and Negro inferiority that they have never found their way back to the world of reality."

Because of its "preoccupation with racial orthodoxy and party solidarity the South has forfeited its once outstanding position in national political leadership" While 11 of the 17 presidents of the U.S. prior to 1868 were southerners, only one American president since that time, Woodrow Wilson, was born in the South. Johnson also blamed the "race-caste system" of the southern states for their low rank, as compared to other states, "with respect to the usual indices of human well-being."

The problem of compulsory racial segregation "is the crucial moral issue of American government in the twentieth century." The "massive resistance, even defiance," of the Supreme Court's desegregation decision of 1954 constitutes "the greatest constitutional crisis since the secession and Civil War." Despite resistance and even occasional violence, there is "a great reservoir of common sense and decency in the South which, when the nullifiers and resisters have shot their bolts, will take over and work out the problems of desegregation in a constructive way."

Educational Ticker Tape . . .

(Continued from page 26)

$22,000,000 contributions already made toward an $82,500,000 fund to strengthen undergraduate education

at Harvard. The new center will provide workshops for students who wish to work in traditional media of art and in photography, wood, stone, metal, and ceramics.

High-School Science and Mathematics Fellowships: Shell Companies Foundation will provide fellowships for special study next summer to 100 high-school teach of physics, chemistry, and mathematics. This is a 67% increase in the size of the foundation's Merit Fellowship program since the first 60 fellowships were awarded in 1956. The program is designed to check the nation's shortage of scientists by strengthening the teaching of high-school chemistry, physics, and mathematics and thus encouraging more young people to plan scientific careers. Half the fellowship teachers will attend full summer sessions at Stanford (Calif.) University and Cornell University (Ithaca, N. Y.). Mathematics, physics, and chemistry teachers in the U.S. and Canada with five years' experience and known leadership ability are eligible for fellowships and should send applications (prior to Feb. 1) directly to either university's School of Education . . . **The Radio Corporation of America** has awarded 30 undergraduate scholarships and one graduate fellowship in a new progam to encourage students to prepare for science teaching careers. The first Science Teachers Scholarships have been established at 20 colleges and universities in 16 states where a survey by the RCA Education Committee showed the shortage of such teachers to be most critical.

Credit Unions for Teachers: U.S. teachers and school employees in the past few months have formed 38 credit unions (33 in primary and secondary schools and five in colleges and universities) in order to encourage regular saving and to obtain personal loans for themselves at low cost. More than 1,000 credit unions now serve teachers and school employees, according to the Credit Union National Association . . . **Two Visiting Associateships in Test Development** (one in science and one in foreign languages) are being offered to secondary school or college teachers by the Educational Testing Service, 20 Nassau St., Princeton, N. J. The appointments will be for July and Aug., 1958, and the Associates will work primarily on tests at the college-entrance and higher levels. They will analyze existing tests and work on planning new ones. The stipend is $700 plus transportation to and from Princeton. Applications must be submitted by Feb. 28, 1958. Address inquiries to: Mrs. W. Stanley Brown, Test Development Division, ETS.

Delta Gamma Foundation Scholarships are being made available for training of orthoptic technicians, teachers of partially seeing children, and specialists for blind pre-school children. Obtain further information from: Delta Gamma Central Office, 50 W. Broad St., Columbus 15, Ohio. Deadline is May 1, 1958 . . . **The Kendall School of Gallaudet College** (Washington, D.C.) formally celebrated its centennial this past Nov. One of the oldest public residential schools for the deaf in the U.S., the school opened on June 13, 1857, with an enrollment of five deaf pupils. Today, 70 pupils (including two from South America) attend the school.

COMING EVENTS . . .

New York State Speech Association, 16th annual conference, Onondaga Hotel, Syracuse, N. Y., March 14-15 . . . **Department of Audio-Visual Instruction,** NEA, national convention, Leamington Hotel, Minneapolis, Minn., April 21-25 . . . **International Reading Association,** third annual conference, Milwaukee (Wis.) Auditorium, May 9-10. Theme: "Reading for Effective Living." Obtain additional information from the IRA office, 5835 S. Kimbark Ave., Chicago 37, Ill.

NEW POSTS AND PROMOTIONS . . .

Herold C. Hunt, Eliot Professor of Education, Harvard University, named national program chairman, National Conference of Christians and Jews . . . **Enoch R. Needles,** consultant in civil engineering, elected president, Engineers Joint Council . . . **Joseph H. Lookstein,** professor of sociology, Yeshiva University, appointed chairman of the Academic Council of Israel's Bar-Ilan University.

Promotions at Queens College (Flushing, N. Y.): to professorships, J. Max Patrick, Helen G. Viljoen, and Charles C. Walcutt (English) and Leo P. Courtines and Jacques G. C. LeClercq (Romance languages); to associate professorship, D. Cannon Partridge (education), James R. Kreuzer and Eleanor M. Sickels (English), Henry G. Wolz (philosophy), Geddes W. Rutherford (political science), Emma Spancy (psychology), and Frederick F. Fales (Romance languages); to assistant professorships, George H. Grosser (anthropology-sociology), Sheldon Aaronson (biology), William J. Chute (history), Arnold L. Fass (mathematics), John B. Noone (Philosophy), and Beatrice P. Patt (Romance languages).

Edward G. Olsen, associate director, National Conference of Christians and Jews, Chicago, will assume duties as lecturer and consultant at the new University College of Rhodesia and Nyasaland, Salisbury, Southern Rhodesia, from March to Nov., 1958, the college's academic year. The only college in British Central Africa, the multi-racial University College was opened in March, 1957, and is affiliated with the University of London . . . **William W. Edel,** president, Dickinson College (Carlisle, Pa.), will retire a year from this March 16, when he will be 65.

RECENT *Publications*

The following are 1957 editions, except where indicated otherwise

BEREDAY, GEORGE Z. F., and JOSEPH A. LAUWERYS. *Education and Philosophy: The Year Book of Education, 1957.* Pp. 578. World Book Co., Yonkers-on-Hudson, N. Y.

BUTLER, J. DONALD, *Four Philosophies and Their Practice in Education and Religion,* revised edition, pp. 618, $6.00; DUDYCHA, GEORGE J., *Learn More With Less Effort,* pp. 240, $2.75; *Guide to Career Information: A Bibliography of Recent Occupational Literature,* by Career Information Service, New York Life Insurance Co., pp. 203, $3.00; JACOB, PHILIP E., *Changing Values in College: An Exploratory Study of the Impact of College Teaching,* pp. 174, $3.50; SHOEMAKER, DON (editor), *With All Deliberate Speed: Segregation-Desegregation in Southern Schools,* pp. 239, $3.50. Harper & Bros., New York 16.

COLEGROVE, KENNETH, *Democracy Versus Communism,* edited by Hall Bartlett, pp. 424, $4.95; SHANNON, FRED A., *American Farmers' Movements,* pp. 192, $1.25 (paper); SNYDER, LOUIS L., *Basic History of Modern Germany,* pp. 192, $1.25 (paper). D. Van Nostrand Co., Princeton, N. J.

DAICHES, DAVID. *Milton.* pp. 254. Hutchinson University Library, London. Distributed by Rinehart and Co., New York 16. $1.50.

ERTELL, MERTON W. *Interinstitutional Cooperation in Higher Education: A Study of Experiences with Reference to New York State.* Pp. 118. University of the State of New York, State Education Dept., Albany.

Expansion of School Building: A Comparative Study, pp. 244, $2.50; *Training of Primary Teacher Training Staffs: A Comparative Study,* pp. 202, $2.50. Unesco, Avenue Kleber 19, Paris, France.

GOLDWIN, ROBERT A. (editor). *Toward the Liberally Educated Executive.* Pp. 111. Fund for Adult Edution, White Plains, N. Y.

HAMILTON, EDITH, *The Roman Way to Western Civilization,* pp. 159, 50 cents (paper); NEWMEYER, SARAH, *Enjoying Modern Art,* pp. 240, 50 cents (paper). New American Library, New York 22.

New RONALD Textbooks

TECHNIQUES OF SECONDARY SCHOOL TEACHING

By **RALPH K. WATKINS,** *University of Missouri*

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By **BEATRICE DAVIS HURLEY,** *New York University*

Living and learning, the foundation stone of modern elementary school curriculum, is explored in its every phase by this up-to-date textbook. Discusses goals of present educational programs, historical development of the elementary school program, principles of human growth and development, dynamics of teaching and learning, vital role of mental health. Outlines teaching procedures and ways to enrich children's experience in speaking, reading, listening, writing, social studies, arithmetic, science, arts and crafts, music and rhythms. Evaluates trends and describes newer dimensions in elementary education. "Students in teachers' colleges, coordinators, and curriculum consultants will find here, in fresh, lucid style, the why, the what, and the how of the elementary school today. Is it on your shelf?" *The Instructor. 31 ills. 402 pp.*

THE HIGH SCHOOL CURRICULUM

Edited by **HARL R. DOUGLASS,** *University of Colorado*

A thorough report on all phases of present-day curriculum theory and practice that will especially interest education students, in-service teachers, and administrators. Significant changes in the field are evaluated and goals to be reached are discussed. Various chapters have been written by 28 distinguished leaders in specific fields of education. "The work is a realistic approach to such basic areas as the historical, psychological, and social foundations of the curriculum, and the principles of curriculum development. Of special interest is the attention given the application of these principles in the various subject-matter areas." *Education.* " . . . . a reliable and comprehensive discussion of curriculum practices in average to better high schools today." *The Clearing House.* *Second Edition Illus. 582 pp.*

THE MODERN JUNIOR HIGH SCHOOL

By **WILLIAM T. GRUHN,** *University of Connecticut;*
and **HARL R. DOUGLASS,** *University of Colorado*

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Second Edition Illus. 421 pp.

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